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ABSTRACT

This paper discusses the development of research-based guidelines and strategies for training both inservice and preservice elementary school educators in parent involvement. These guidelines provide information that should effectively develop teachers' knowledge, understanding, and skills regarding communication with parents and strengthening the relationship between homes and schools. Major recommendations from previous research are discussed and a description is given of how the guidelines were developed for teacher-trainers in parent involvement. Guidelines and strategies are presented for training teachers about parent involvement in both childrens' learning and in shared educational decision making. It is suggested that these guidelines may be used as a framework for developing courses or parts of courses, modules, seminars, or workshops on parent involvement. (JD)

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RESEARCH-BASED GUIDELINES AND STRATEGIES TO TRAIN TEACHERS FOR PARENT INVOLVEMENT

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INTRODUCTION

A five year study at Southwest Educational Development Laboratory (SEDL) has produced an extensive set of data that represent the perspectives of parents, teachers, principals, teacher educators, school administrators and state department of education officials concerning various aspects of parent involvement. The results of the study suggest that parent involvement in education is strongly supported by parents and educators. The findings also indicate that additional training, especially for preservice and inservice elementary teachers, is necessary to enhance effective parent involvement. Thus, efforts of the Parent Involvement in Education Project (PIEP) at SEDL have focused on developing research-based guidelines and strategies for training both preservice and inservice elementary school educators about parent involvement.

In much of the current literature which discusses the issues and problems of education today, there is frequent mention of having parents participate more in education. However, beyond indicating a need for such involvement, very little has been written about effective ways to train teachers to involve parents in the educational process.

From the teachers' perspective, increased contact with parents has added to the demands traditionally associated with the teacher role. Teachers are now expected to develop skills in working with parents and taking leadership roles when working with adivisory groups. These are in addition to the fundamental skills they must acquire which pertain to classroom instruction. Although additional teacher competencies are needed due to the increase of parent involvement, they are generally not addressed in the professional training programs for teachers. Training for teachers has continued to stress classroom teaching skills while often neglecting the new skills where teachers involve parents in the education of their children both at home and at school.

The Parent Involvement in Education Project has as its major goal to help build more effective partnerships between homes/communities and the public schools. As part of this goal, PIEP utilized the results of its surveys of parents and educators as a foundation to develop research-based guidelines and strategies for training elementary teachers to work with parents.

The development of the guidelines and strategies was a comprehensive process that included not only the recommendations from previous research, but also a thorough review of the literature, needs-sensing among 140 parent involvement experts regarding what teacher training about parent involvement should include, and assessments of a draft version of the guidelines and strategies by 40 additional parent involvement experts.

This paper discusses the development of guidelines and strategies for training both preservice and inservice elementary school educators about parent involvement. The materials have been designed to provide those who train elementary teachers with information that should more effectively develop teachers' knowledge, understanding and skills regarding parent involvement. In doing so, teachers will be able to help strengthen the relationship between homes and schools, reduce the barriers to such

relationships, and forge more of a partnership approach to providing learners with quality educational experiences.

MAJOR RECOMMENDATIONS FROM PREVIOUS RESEARCH

A review and analysis of results from the surveys of parents and educators led PIEP to offer the following recommendations as a means of enhancing fuller participation in the education of their children at home and at school:

- Parent involvement at both the preservice and inservice elementary teacher training level should be taught in a developmental sequence that progresses from learning about the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide assistance to parents, and, then toward the types where parents and school staff work together essentially as partners in education.

- Preservice elementary teacher education as well as inservice teacher staff development must, as a priority, focus on providing participants with an overview of or background about the parent involvement movement as well as providing them with knowledge, understanding, and skills regarding major aspects of parent involvement in education (e.g. the personal, practical and conceptual frameworks).

- Parent involvement must be presented to elementary preservice and inservice-teachers so that it is viewed as an integral part of their preparation, rather than an attachment to it. As such, teachers will need to learn how to enhance teaching and learning success; how to develop better, more of a partnership with parents; how to help develop broader community support for the schools; and how to make cooperation between home and school more synergistic.

- The parent involvement teacher training sequence needs to address specific knowledge bases related to the various kinds and levels of parent involvement. For example: teachers should be taught the differences between teaching children in the classroom and teaching or working with their adult parents to become more involved as home tutors.

- After assisting preservice and inservice teachers to examine and identify their attitudes toward parent involvement, broaden their perspectives concerning the value/impact of parent involvement, and acquire the relevant knowledge and understandings regarding the main kinds of parent involvement, they should be provided practical opportunities or experiences to develop and sharpen skills in working with parents.

- Inservice parent involvement teacher training will need to consist of a series of sequenced workshops rather than a one-day, one-time workshop effort in order to more effectively enhance teachers' knowledge, understandings, skills, attitudes and motivations for working more collegially with parents.

- Principals and other administrators must be included in parent involvement training as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge acquired regarding parent involvement.

- To encourage all school staff in school districts to develop better relations as well as work with parents, moreso as partners in education, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from our superintendents' and school board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activities in schools.

- In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially on the part of parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

- School district, building and/or classroom parent involvement efforts need to establish program activities based on the premise that parents are as equally important to children's academic success as educators. This will necessitate providing parents with more of a participatory role in all educational matters.

- Parents need to be more fully involved at all levels of the educational system so that they can (a) strengthen the capacity of their families to establish appropriate learning environments, (b) provide meaningful home learning experiences, and (c) support/ reinforce school learning activities.

- Parents should be provided with more educational information, more opportunities to share their insights/concerns, and more training, as needed, for the roles with which they can, or wish to be involved in education. This can serve as a means of strengthening parents' ability and status as partners in the education of their children.

- Parents must be provided opportunities, through parent involvement, to interact with, be informed about, referred to, and learn how to deal with those agencies, organizations, resources or networks available in their communities. This should enhance their abilities to arrange for and/or care for family needs in a more self-sufficient and efficient manner.

LITERATURE REVIEW, NEEDS-SENSING, AND ASSESSMENTS

The first major activity in the development of the guidelines and strategies was to review and synthesize the literature regarding strategies for training teachers at both the preservice and the inservice level. After reviewing a comprehensive list of documents, journal articles and books, Project staff examined relevant materials and categorized the many ideas about teacher training and parent involvement into three models: (1) training teachers about parent involvement that supports children's school learning; (2) training teachers about parent involvement that supports children's home learning; and (3) training teachers about parent involvement in shared educational decision-making.

Next Project staff sought input about teacher training in parent involvement from experts at the local, state, and national level having expertise with parent involvement courses, curriculum courses, parent involvement programs, staff/development/inservice education, and parent organizations. The experts were asked what teachers need to know and understand about parent involvement in the three models identified in the literature review. The experts were also asked to specify skills these teachers needed for each kind of parent involvement and to indicate how teachers should be trained for each kind of parent involvement. Each group was asked what preservice as well as inservice teachers needed to know regarding each kind of parent involvement.

Using the information gathered from parent involvement experts, Project staff identified topics and competencies for training teachers in parent involvement. It soon became clear from the survey of experts that preservice and inservice teachers needed the same sets of knowledge, understanding, and skills to enhance the involvement of parents in children's education. However, the strategies for acquiring those sets of knowledge, understanding, and skills might vary between the preservice and inservice teacher groups. In addition, because the knowledge, understanding, and skills needed about parent involvement in children's school learning were very similar to the knowledge, understanding, and skills needed about parent involvement in children's home learning, the two categories were combined to read as parent involvement in children's learning.

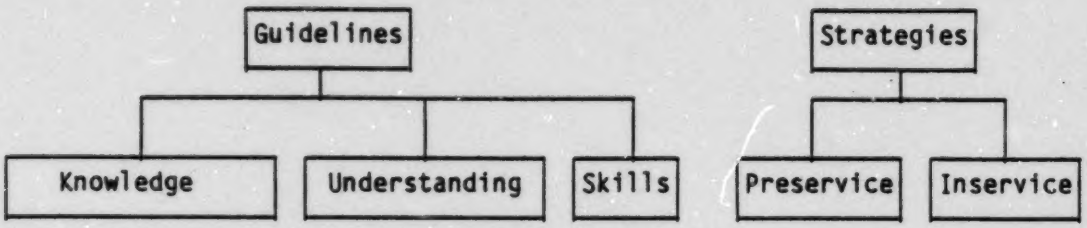
Project staff then refined the ideas generated by the survey into short paragraphs about each knowledge, understanding, and skill area. The strategies for preservice and inservice teachers were also further developed. The guidelines and strategies were arranged horizontally so that for each knowledge area, the reader could find the accompanying understanding, skills, preservice strategies, and inservice strategies. A draft version of the guidelines and strategies was prepared and then critiqued for content, format, wording, and length by outside consultants. These suggestions were incorporated into a revised version of the guidelines and strategies that was prepared for a more thorough assessment by additional parent involvement experts.

The refined version of the guidelines and strategies is divided into two topic areas: (1) training teachers about parent involvement in children's learning and (2) training teachers about parent involvement in

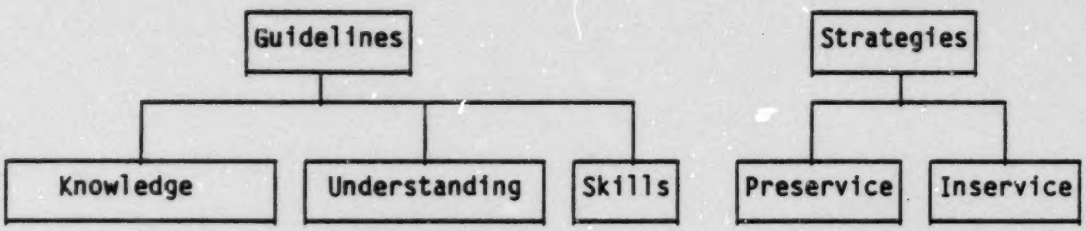
shared educational decision-making. Each of the topic areas is subdivided into parts as indicated by Figure One. Each set of guidelines contains knowledge, understanding, and skills as well as related strategies for preservice/inservice training.

FIGURE ONE
CATEGORIZATION OF GUIDELINES AND STRATEGIES

A. GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN CHILDREN'S LEARNING.



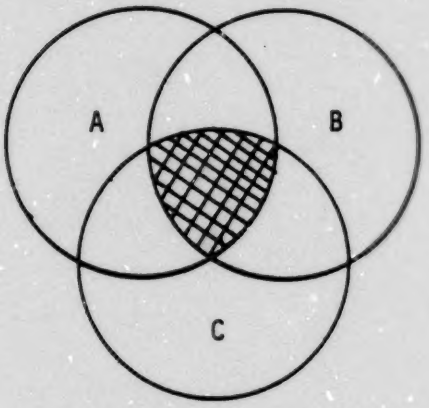
B. GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING.



After considerable input, assessment, and revision, the guidelines and strategies represent a synthesis of the previous research, literature review, needs-sensing of experts regarding teacher training in parent involvement, and outside assessments. Three essential components of the ideal teacher training program in the area of parent involvement were identified. These are: the personal framework, the practical framework, and the conceptual framework. An overlapping of these three components represents the ideal teacher training program in the area of parent involvement. Figure Two illustrates the ideal teacher training program in more detail.

FIGURE TWO

THREE ESSENTIAL COMPONENTS OF THE IDEAL TEACHER TRAINING PROGRAM IN THE AREA OF PARENT INVOLVEMENT



Note: In the figure above, the shaded area represents the ideal teacher training program in the area of parent involvement. The ideal teacher training program contains part of all three frameworks: personal, practical, and conceptual.

A. Personal framework
Knowledge, understanding, skills
- self
- schools
- parent
- community

B. Practical Framework
Knowledge, understanding, skills
- program
- effective methods
- interpersonal communication
- limitations

C. Conceptual Framework
Knowledge, understanding, skills
- history
- theory
- research
- developmental nature

ASSUMPTIONS

Four assumptions are essential to the development of the guidelines and strategies. These assumptions reflect the basic philosophy of the Parent Involvement in Education Project. The assumptions are as follows:

1. Parents are important participants in the education of children and youth. Parent involvement in a child's education is a major factor for improving school effectiveness, the quality of education, and a child's academic success. Family participation relates to the eventual success of learners because it helps reinforce school learning, allows learners to relate home/community experiences to school activities, and enables education to tap a rich potential of resources and experience bases for its learning program. Parents should be partners in the educational process.

2. The attitudes of teachers and educators are critical to the development of effective parent involvement programs and activities. It is not enough to have knowledge and skills about parent involvement; understanding is also important.

3. Parent involvement is a developmental process that must evolve over time. The traditional activities of audience or school program supporter are at the beginning of the continuum and shared decision-making is at the other end of the continuum. Effective parent involvement must include a range of opportunities on this continuum.

4. The guidelines and strategies are intended as an ideal program outline for training teachers about parent involvement. They are intended as a heuristic, or starting point, to be modified on the basis of individual student, teacher, school, or school district needs.

KEY DEFINITIONS

The following operational definitions are provided which help interpret the use of these terms in our guidelines and strategies:

1. Parent Involvement - any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child advocacy.

2. Guidelines - a key indication of either some knowledge, understanding or skill needed by teachers to more effectively involve parents in education.

3. Strategy - a method or approach to training teachers in the successful acquisition of certain parent involvement knowledge, understanding or skill.

4. Knowledge - information, facts, principles, theories or models, etc., concerning parent involvement in education that teachers need to be acquainted or familiar with.

5. Understanding - personal interpretations based upon comprehension, awareness or cognition of relationships among various variables or factors by teachers that are needed as part of their preparation for involving parents in education.

6. Skills - the abilities, competencies, techniques, expertise that teachers need to develop as preparation for involving parents in education.

THE GUIDELINES AND STRATEGIES

The guidelines and strategies were developed by a comprehensive process which utilized the recommendations from previous surveys of the key stakeholders in parent involvement (teacher educators, principals, teachers, parents, and school governance persons), a thorough review of the literature, needs-sensing among parent involvement experts regarding what teacher training about parent involvement should include, and asessments of a draft version of the guidelines and strategies by parent involvement experts.

Results from PIEPs surveys clearly indicated a need for training preservice and inservice elementary teachers in the area of parent involvement. A previous review of the literature revealed that no teacher training materials existed that were research-based, systematized theoretically, logically sequenced and accompanied by specific strategies for teaching parent involvement to teachers. Thus, few of such materials were available to teacher trainers on a widespread basis and, of those that were, not many were research/theory based and developed from the perspectives of key parent involvement stakeholder groups.

A decision was made by Project staff not to develop materials that were a fully prepared package of activities for use as courses, modules, or programs. Rather, it was agreed that a set of research-based guidelines and strategies for parent involvement teacher training would be more practical. As such, these would provide a theoretical/research framework for materials that allows teacher trainers to utilize their creativity and flexibility in developing the more viable approaches to parent involvement teacher training.

With the guidelines and strategies, the variety of parent involvement teacher training materials available to teacher trainers could be more systematically organized, grouped, and utilized. They would also enable teacher educators to determine how much depth their parent involvement training effort would have in their coursework, workshops, seminars, etc. This kind of flexibility is important to teacher educators, especially when the amount of time available for parent involvement instruction will vary.

The word "teacher" is used in the guidelines to include both preservice and inservice teachers with the understanding that some inservice teachers without previous training in parent involvement may need the same training as preservice teachers and that other inservice teachers may only need selected aspects of the training recommended for preservice teachers. The guidelines and strategies are designed for adaptation to

meet the individual strengths, needs, and concerns of teachers as well as local school districts. Further, they can be adapted to the individual teaching styles of teacher trainers. The guidelines and strategies are presented on the following pages:

GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework	A. Personal Framework	A. Personal Framework
o Teachers need to know their own beliefs, attitudes, values and capabilities regarding the involvement of parents in educational decision-making. Such knowledge will provide teachers with a foundation for developing their own programs or activities of parent involvement in shared educational decision-making.	o Teachers need to be aware of and appreciate their own uniqueness regarding parent involvement in educational decision-making. This will enable teachers to better conceptualize and then develop appropriate activities for parent involvement in educational decision-making which best fit their styles and situations.	o Teachers must be able to objectively identify and examine their own values, attitudes, and capabilities regarding parent involvement in shared decision-making. Teachers must be able to utilize the knowledge about themselves in developing objective parent involvement programs or activities that included shared educational decision-making.
o Teachers need to know about the individual traits of their school districts. Knowing about school/school district characteristics is important data in helping determine what the focus of teachers' efforts to involve parents in shared decision-making could include.	o Teachers need to be sensitive to the individuality of a school district in order to better select and then conceptualize a plan for parent involvement in shared decision-making that is relevant to the school/school district's uniqueness.	o Teachers must be able to acquire, analyze, and use information about a school district's unique features. This includes being able to determine a school/school district's history, leadership, organization, and other features and then incorporating these characteristics into a plan for parent involvement in shared decision-making.
o Teachers need to know about the importance of individual interests, strengths, needs and characteristics of parents in a school. Familiarity with the diversity of family structures, education, work experiences, time availability, socio-economic levels, and cultures will provide teachers with important data for developing shared decision-making programs/activities.	o Teachers need to comprehend the complexities involved in working with diverse groups of parents within a school. Parents bring with them varied backgrounds of beliefs, values, attitudes, and experiences that will directly affect the extent to which parents can and will participate in shared decision-making.	Teachers must be able to assess the interests, strengths, needs, concerns and characteristics of parents in a school. Teachers also must be able to accurately apply this information to developing appropriate methods of involving parents in shared decision-making.
o Teachers need to know about the uniqueness of the school community. Knowledge about	o Teachers need to be sensitive to the diferences between and within a school's	o Teachers must be able to identify likenesses and differences between and within

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework (continued) the uniqueness of a community will enable teachers to better focus on how to work with the specific parent populations regarding their involvement effort in shared decision-making.	A. Personal Framework (continued) community. Teachers need to understand both the importance of building a program from where the community is and how these differences in communities relate to differences in approaches to parent involvement in shared decision-making	A. Personal Framework (continued) a school's community. Teachers must be able to appropriately utilize this information in planning relevant parent involvement programs or activities in shared decision-making.
B. Practical Framework o Teachers need to know the perspectives of experts and practitioners regarding a variety of models for involving parents in shared decision-making. Teachers need to know about both voluntary and legally mandated programs which have shared decision-making with parents as a component.	B. Practical Framework o Teachers need to understand the many ways in which various models can involve parents in shared decision-making. These include helping make decisions regarding school/classroom instruction, discipline, budget, environment, district boundaries, and more. Incorporating the ideas of such program models will help teachers develop more of an awareness regarding the complexities associated with involving parents in shared decision-making.	B. Practical Framework o Teachers need to be able to adapt various models (both voluntary and legally mandated) of shared decision-making to their parent involvement efforts. They need to be able to identify, access, evaluate, and effectively use resources and materials dealing with shared decision-making, particularly in their school, state, district, or region.
o Teachers need to know about the variety of effective methods for developing parent involvement in shared decision-making efforts. Such knowledge will enable teachers to develop a wider range of involvement opportunities for parents regarding shared decision-making.	o Teachers need to understand the appropriateness of specific parent involvement methods relating to shared decision-making. An awareness and appreciation of these methods will help teachers better determine the levels of participation which best match the interests/characteristics of parents regarding	o Teachers must be able to identify, locate, and critique various methods of volving parents in shared decision-making. Some specific skills teachers must have are effective communication (both oral and written), working with parent groups, using a team approach to decision-making, facilitating the

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
B. Practical Framework (continued)	B. Practical Framework (continued)	B. Practical Framework (continued)
	shared decision-making in their programs activities.	decision-making process, planning, identifying goals and priorities, and working within budgets.
o Teachers need to know about interpersonal communication and human relations. Teachers need to know how to communicate effectively with a variety of people in a variety of decision-making situations.	o Teachers need to understand how their interpersonal communication and relationships affect the development of their parent involvement in shared decision-making efforts.	o Teachers must be able to effectively communicate in a wide variety of both positive and negative situations. Teachers need to have effective communication skills (both oral and written) in working with individuals, small groups, and large groups regarding shared decision-making.
o Teachers need to know about possible problems and limitations associated with developing parent involvement programs in shared decision-making. Knowing the limitations will provide teachers with a framework to deal with specific constraints of their program.	o Teachers need to be cognizant of how some of the specific problems such as time, cost, attitudes, support, and special interest groups will affect parent involvement programs in shared decision-making. Teachers need to relate this information to the process of setting the goals and objectives for parent involvement in shared decision-making.	o Teachers must be able to work within the limitations of parent involvement in shared decision-making and develop plans which appropriately overcome some of the problems such as time, cost, attitudes, support, and special interest groups.
C. Conceptual Framework	C. Conceptual Framework	C. Conceptual Framework
o Teachers need to know about various theories concerning parent involvement in shared decision-making. These theories will help provide teachers with a conceptual framework for developing shared decision-making	o Teachers must appreciate the increased complexity of both social and educational systems and how this complexity relates to the concept of parent involvement in shared decision-making. Teachers	o Teachers must be able to identify, analyze and summarize the relevance of theories regarding parent involvement in shared decision-making. Teachers must be able to use the appropriate

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued)	C. Conceptual Framework (continued)
efforts in classrooms and schools with parents.	should comprehend the relevance of various theories to the development of shared decision-making approaches in their parent involvement programs/activities.	theories or parts thereof regarding parent involvement in shared decision-making in determining the framework of goals, objectives and activities.
o Teachers need to know the historical background of parent involvement in shared decision-making. This history will help teachers focus on the importance of parents' rights and responsibilities regarding participation in educational decision-making.	o Teachers need to realize the specific benefits that parent involvement in shared decision-making has had in the past. Understanding the past events will help teachers relate the effect of shared decision-making to their conceptualization and development of parent involvement program or activities.	o Teachers must be able to examine the early attempts and consequences of parent involvement in shared decision-making. Teachers need to be able to associate the historical relevance and emergence of parent involvement in shared decision-making with the development of the current parent involvement program or activities.
o Teachers need to know what the research says concerning parent involvement in shared decision-making. Such research findings will provide information to teachers' efforts in establishing and/or confirming the benefits of parent involvement in shared decision-making.	o Teachers must have a broad appreciation of the relationships that research findings have to the conceptualization and development of parent involvement programs or activities with shared decision-making as a major component. A broad understanding of research implications will help teachers better develop more viable programmatic approaches to parent involvement in shared decision-making.	o Teachers must be able to identify, locate, and critique the important research studies concerning parent involvement in shared decision-making. Teachers need to be able to use these findings and implications in developing their own parent involvement programs or activities for shared decision-making.
o Teachers need to know that parent involvement in shared decision-making is an evolving, developmental process. It takes time for parent involvement program/ activities in shared decision-making to grow and become effective.	o Teachers need an awareness of the developmental nature of parent involvement especially as it specifically relates to their programs or activities. A sensitivity to time and growth factors will help enable teachers to set realistic goals	o Teachers must be able to effectively use and manage the time needed to develop and implement programs/activities for parent involvement in shared decision-making. Teachers must be able to envision how initial low levels of

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

GUIDELINES		
Knowledge	Understanding	SKILLs
C. Conceptual Framework (continued)	C. Conceptual Framework (continued) for efforts concerning parent involvement in shared decision-making.	B. Conceptual Framework (continued) parent involvement are part of a larger whole in developing effective parent involvement in shared decision-making efforts.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	***Inservice Training***
A. Personal Framework	A. Personal Framework
o Students need to assess their own beliefs, attitudes, and values about parent involvement in shared decision-making. Students need to examine themselves individually and then share their understandings with small groups of students and teachers to see how their unique characteristics relate to the type of parent involvement plans for shared decision-making that they might develop.	o Teachers need opportunities to examine their own attitudes, beliefs, values, and capabilities about parent involvement in shared decision-making. Teachers need to discuss their unique characteristics and how these individual traits relate to various programs and activities regarding shared decision-making.
o Students need to obtain information about a school district's history, leadership, organization, climate, and characteristics. Students need to incorporate these facts into plans for developing parent involvement programs in shared decision-making. Students need to observe the differences among and between various kinds of school districts and the different kinds of programs and activities that each has in operation.	o Teachers need to have meetings with other faculty, administrators, and parents in their own school district to discuss and plan how to incorporate the unique features of their school district with parent involvement in shared decision-making activities. Teachers, administrators, and parents need to visit other school districts to see how different types of parent involvement in shared decision-making programs and activities are developed based on unique local characteristics.
o Students need to attend PTA meetings, shared decision-making meetings, and conferences with parents from diverse educational backgrounds, family structures, interests, work experiences, time availability, socio-economic levels, and cultures. Students need to observe teachers interacting with many parents in a variety of situations, and to practice working with parents through role-plays or actual experiences.	o Teachers need to hold meetings and workshops with parents to conceptualize then develop plans for shared decision-making. Teachers and parents need to visit and observe other parent involvement programs and activities in shared decision-making to see what possible adaptations could be utilized in efforts working with parents from diverse backgrounds.
o Students need to visit and participate in a range of parent involvement activities and programs in several different school communities. Students need to discuss how the differences in school communities relate to differences in parent involvement	o Teachers need to interact with neighborhood associations and participate with parent activities in a variety of school communities. Teachers need to observe how different communities develop parent involvement in shared decision-making programs and

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework (continued) programs and activities in shared decision-making.	A. Personal Framework (continued) activities.
B. Practical Framework	B. Practical Framework
o Students need to interact with experts and professionals about the variety of effective models for parent involvement in shared decision-making. Students need to read the literature, identify, then discuss the advantages and disadvantages of both voluntary and legally mandated parent involvement decision-making models.	o Teachers need to obtain and critique information from the literature regarding the variety of parent involvement models for shared decision-making. Teachers need to visit other programs and read the literature about shared decision-making with respect to parent involvement.
o Students need to obtain information about a wide variety of effective methods for parent involvement in shared decision-making. Students need to read about these methods and analyze their appropriateness for parent involvement in shared decision-making efforts through case studies. Students need to talk with experts and observe practitioners working with parent groups, building teams, making decisions, planning, managing time, identifying goals and priorities, and working within budgets.	o Teachers need to review and critique new methods of parent involvement in shared decision-making. Teachers need to participate in workshops and seminars with experts, parents, and other practitioners, and teachers need access to current literature about effective models of parent involvement in shared decision-making.
o Students need to practice effective communication skills through roleplay or actual experience. Students need to observe cooperative conflict resolution.	o Teachers need to assess and practice their communication skills. Teachers need "refresher" training in handling apathy, consensus, and conflict.
o Students need opportunities to witness first-hand some of the problems and constraints of parent involvement in shared decision-making. Students need to discuss and analyze various ways to lessen these limitations.	o Teachers need to identify then examine the limitations of parent involvement in shared decision-making. Teachers need to devise strategies to alleviate and overcome some of the problems and constraints of parent involvement in educational decision-making.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT IN SHARED EDUCATIONAL DECISION-MAKING

STRATEGIES	
Preservice Training	**Inservice Training**
C. Conceptual Framework	C. Conceptual Framework
o Students need to read and synthesize the theoretical literature regarding parent involvement in shared decision-making. Students need opportunities to discuss with professionals how various theories relate to programs and activities in shared decision-making.	o Teachers need to participate in courses, workshops, and meetings where theories of parent involvement in shared decision-making are presented and critiqued. Teachers need access to current theoretical literature and opportunities to discuss with other teachers how theories of shared decision-making can be utilized in the development of their own parent involvement program and activities.
o Students need to find out about the history of parent involvement in shared decision-making both from the literature and from experienced professionals. Students need to discuss how early shared decision-making efforts have helped to influence current developments in parent involvement.	o Teachers need to review information about past programs and activities in shared decision-making. Teachers need opportunities to analyze the historical evolvement of parent involvement in shared decision-making and its possible relationship to their programs and activities.
o Students need to access and critique the major research studies about parent involvement in shared decision-making. Students need to utilize research findings in developing plans for parent involvement in shared decision-making.	o Teachers need to actively participate in analyzing research findings. Teachers need to read current research journals and books and to attend workshops and seminars where research implications of parent involvement in shared decision-making are presented and discussed.
o Students need to participate in a variety of parent involvement programs in shared decision-making when the programs are at different stages of growth and development. Students need to observe how goals are set at different points in a program's evolvement, how goals are carried out, and how goals are evaluated.	o Teachers need to observe and visit parent involvement programs in shared decision-making at different points in their development. Teachers need training in developing realistic goals and time frames.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	**Understanding**	**Skills**
A. Personal Framework	A. Personal Framework	A. Personal Framework
o Teachers need to know about what their own attitudes, beliefs, and values are with respect to parent involvement. Such information provides teachers with a basis for determining how relevant and effective their own approaches will be toward planning, developing, and implementing parent involvement efforts to support children's learning.	o Teachers need to appreciate the likenesses and differences when compared to others of their own attitudes, beliefs, and values regarding parent involvement. Being aware of this will help teachers choose appropriate parent involvement activities that are viable for their psychosocial makeup, the school environment and the parents with whom they work.	o Teachers need to be able to objectively identify and examine their own values, attitudes, and capabilities for parent involvement that support children's learning. Teachers must be able to utilize this knowledge about themselves in developing their parent involvement program or activities which support children's learning.
o Teachers need to know about the features of a school and school district. Knowing about a school's as well as a school district's characteristics is important because it helps teachers focus parent involvement efforts toward the uniqueness of a school.	o Teachers need to be sensitive to a school's as well as a school district's environment in order to develop appropriate program plans or activities for a school.	o Teachers need to be able to identify and recognize the unique features of a school as well as a school district. Teachers need to be able to obtain facts about a school's as well as a district's history, leadership, organization, climate and other features and then be able to incorporate these characteristics into a viable plan of parent involvement efefforts to support children's learning.
o Teachers need to know about the importance of individual interests, strengths, needs, and characteristics of parents as a child's first teacher. Familiarity with the diversity of education, family structures, work experiences, socio-economic levels, and cultures will aid teachers in developing more effective programs or activities for parent involvement that support children's learning.	o Teachers need to comprehend the complexities involved in working with diverse groups of parents within a community. Parents bring with them varied backgrounds of beliefs, values, attitudes, interests, concerns, resources, and experiences that will directly affect how and when these parents will participate in programs to support their children's learning.	o Teachers must be able to assess the interests, strengths, needs and characteristics of parents. Teachers also must be able to accurately apply this information about parents to appropriate ways of developing parent involvement that supports children's learning. Skills in adult learning are critical aspects of parent involvement efforts to support children's learning.
o Teachers need to know about the individual	o Teachers need to be sensitive to the	o Teachers need to be able to identify dif-

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	Understanding	Skills
A. Personal Framework (continued) uniquenesses of school communities. Knowledge about the uniqueness of a community will help teachers focus on parent involvement efforts to support children's learning which are most relevant to the school community's needs and practices.	A. Personal Framework (continued) differences between and within communities. Teachers need to understand both the importance of building a program from where the community is and how community differences relate to differences in approaches to parent involvement programs that support children's learning.	A. Personal Framework (continued) ferences between and within communities. Teachers also need skills to appropriately utilize these perceptions in planning parent involvement programs or activities to support children's learning. Human relations skills are particularly important for working with people from diverse backgrounds.
B. Practical Framework o Teachers need to know about various models of parent involvement to support children's learning including both voluntary and legally mandated programs. An overview of these major models will provide teachers with a broader perspective concerning parent involvement to support children's learning. o Teachers need to know about a wide variety of effective methods for involving parents in children's learning. An overview of the many effective methods will help teachers develop their own program or activities for parent involvement in children's learning.	B. Practical Framework o Teachers need to appreciate the specific ways in which various models (both voluntary and legally mandated) of parent involvement work to support children's learning. The complexities involved in different models will help teachers realize the importance of considering a wide variety of approaches for supporting children's learning through parent involvement. o Teachers need to understand the appropriateness of specific methods for involving parents in efforts to support children's learning. An appreciation of a variety of methods for developing parent involvement to support children's learning will help teachers determine which methods best match the needs of their program or activities.	B. Practical Framework o Teachers need skills in identifying, accessing, and evaluating specific models of parent involvement to support children's learning, particularly in their school, district, state, or region. Teachers must be able to utilize and/or adapt the successful parts of other models in developing their own parent involvement program or activities. o Teachers need skills in identifying, accessing, and critiquing methods of parent involvement to support children's learning. Some specific skills teachers need are in the areas of communication (both oral and written), conferencing with parents, problem solving with parents, working with parents on instructional activities, home visits, and leading small and large group discussion with parents.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	Understanding	Skills
B. Practical Framework (continued)	B. Practical Framework (continued)	B. Practical Framework (continued)
o Teachers need to know about interpersonal communication and human relations. Teachers need to know how to communicate effectively with people in both positive and negative situations.	o Teachers need to understand how their interpersonal communication and relationships with people affect the development of their parent involvement program or activities.	o Teachers must be able to effectively communicate with people in a wide variety of both positive and negative situations. Teachers must be able to handle apathy, consensus, and conflict resolution.
o Teachers need to know about potential problems in developing parent involvement programs to support children's learning. Knowing about potential limitations and areas of conflict will provide teachers with a framework to deal with such constraints in their program or activities.	o Teachers need to understand how some of the potential problems such as time, cost, attitudes, support and special interest groups affect parent involvement programs or activities to support children's learning. Teachers should be aware of these limitations as they establish the goals and objectives for parent involvement programs and activites which support children's learning.	o Teachers must be able to work within the limitations of parent involvement to support children's learning and develop approaches to overcome the potential problems such as time, cost, attitudes, support and special interest groups.
C. Conceptual Framework	C. Conceptual Framework	C. Conceptual Framework
o Teachers need to know about theories regarding parent involvement's impact on children's learning. Theories of parent involvement will provide teachers with a conceptual framework for working with parents to improve children's learning.	o Teachers need to comprehend how the increasing complexity of societal-educational issues affects the ways in which parent involvement in children's learning is conceptualized. Teachers need to understand which theories are most appropriate for the development of their parent involvement program or activities.	o Teachers must be able to identify and analyze a variety of theories concerning the importance of parent involvement in children's learning. Teachers must be able to utilize various theories in establishing the framework (goals, objectives, activities) for their parent involvement efforts which support children's learning both at home and at school.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

GUIDELINES		
Knowledge	Understanding	Skills
C. Conceptual Framework (continued)	C. Conceptual Framework (continued)	C. Conceptual Framework (continued)
o Teachers need to know about the history of parent involvement with respect to its support of children's learning. The history of parent involvement will help teachers focus attention on growth and development of parent involvement to support children's learning.	o Teachers need to appreciate the benefits that can be gained in viewing parent involvement from its early stages to the current complex aspects regarding children's learning. Understanding the history of parent involvement in regard to children's learning will help teachers better plan for the present and the future.	o Teachers must be able to recognize and relate aspects of the historical development of parent involvement to their present program. Teachers must be able to apply a historical perspective of parent involvement to the development of their current and future plans.
o Teachers need to know about research studies and outcomes in the area of parent involvement to support children's learning. Such research findings will help teachers establish and/or confirm the benefits of parent involvement in children's learning.	o Teachers need an appreciation of the specific relationships of research findings to their particular parent involvement program or activities. Understanding the implications of research will help teachers better define and develop their own approaches to parent involvement in children's learning.	o Teachers must be able to access and critique the important research studies about parent involvement to support children's learning. Teachers must be able to incorporate research findings into their development of parent involvement efforts that support children's learning.
o Teachers need to know about the developmental nature of parent involvement efforts that support children's learning. Teachers need to recognize that parent involvement programs or activities are evolving processes that take time and occur at various levels of intensity.	o Teachers need an awareness of the developmental nature of parent involvement as it specifically relates to their program. A sensitivity to time and growth factors will help teachers set realistic goals for parent involvement to support children's learning.	o Teachers must be able to envision how the small steps are part of a larger whole in the development of parent involvement activities/programs to support children's learning.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
A. Personal Framework	A. Personal Framework
o Students need to assess their own individual attitudes, beliefs, and values with respect to parent involvement to support children's learning. Students need to share results of insights from these assessments in group discussions or individually with instructors as a means of examining their own likenesses and differences regarding parent involvement to support children's learning.	o Teachers need to participate in both individual and group activities that help them assess their own attitudes, beliefs, values, and capabilities regarding parent involvement to support children's learning.
o Students need to practice obtaining facts about a school/school district's history, leadership, organization, climate, and other features. Students need experiences in using these unique characteristics of schools in developing sample parent involvement programs and activities or working with case studies.	o Teachers need to meet with other teachers, the principal, and school district administrators to discuss how their school/school's district's characteristics relate to the goals, objectives, and activities that teachers use in developing parent involvement efforts that support children's learning.
o Students need to have experiences with parents from diverse family structures, educational backgrounds, interests, work experiences, time availability, socio-economic levels, and cultures. Students need to attend PTA meetings and observe teachers making home visits, confer with parents from diverse backgrounds, and help train parents for involvement in their children's learning.	o Teachers need to hold conferences with individual parents at home and/or at school about what their needs, concerns, strengths, and interests are regarding parent involvement that supports children's learning. Teachers need to attend courses or workshops in adult learning to gain experience in helping parents from diverse backgrounds become more involved in their children's learning.
o Students need to participate in a range of activities within different school communities. Students need to observe how teachers work with parents in different school communities and to note the differences and similarities between or among school communities.	o Teachers need to take an active role in PTA meetings and attend neighborhood association meetings. Teachers need to observe various parent involvement programs and activities in different school communities within their local area.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
B. Practical Framework	B. Practical Framework
o Students need to read the literature, talk to experts, and consult with teachers about the variety of parent involvement models that support children's learning. Students need to obtain information about and evaluate the strengths and weaknesses of several major voluntary and legally mandated models, particularly those models that are being used in their local area. Examples might include the PTA, Head Start, Follow Through, and Title One/Chapter One.	o Teachers need to observe a variety of parent involvement models (both voluntary and legally mandated) in operation. Teachers need to visit and observe successful programs and activities in parent involvement that support children's learning. Meetings with program staff after such visits and observations would be helpful for teachers as they attempt to design efforts which utilize and/or adapt the best parts of other models for their own parent involvement program or activities.
o Students need to read about and observe the use of several effective methods for developing parent involvement efforts to support children's learning. Students need opportunities to observe and practice effective interactions with parents, conference with parents, problem-solve with parents, make home visits to parents, and lead small and large group discussions with parents.	o Teachers need to keep abreast of new ideas about effective methods of parent involvement to support children's learning. Teachers need access to literature and materials as well as need opportunities to discuss then analyze these new ideas with other teachers involved in parent programs/activities that support children's learning.
o Students need to practice effective oral and written communication skills and role-play specific examples of both positive and negative interaction. Students need to learn how to handle apathy, consensus, and conflict situations.	o Teachers need to discuss and practice their communication skills. Specific training in handling apathy, consensus, and conflict should be provided.
o Students need to be informed about as well as observe some of the limitations and areas of conflict in parent involvement programs and activities to support children's learning. Students need to disucss possible solutions and ways of decreasing such problems and conflict areas in parent involvement through roleplays, case studies, or actual experience.	o Teachers need to identify, assess and develop plans that help alleviate problems and constraints with parent involvement efforts. Teachers need to hold joint meetings with parents to consider limitations and possible ways to decrease or resolve these problems regarding parent involvement that supports children's learning.

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GUIDELINES AND STRATEGIES FOR TRAINING TEACHERS ABOUT PARENT INVOLVEMENT TO SUPPORT CHILDREN'S LEARNING

STRATEGIES	
Preservice Training	**Inservice Training**
C. Conceptual Framework	C. Conceptual Framework
o Students need to conduct reviews of the theoretical literature regarding parent involvement to support children's learning. Students need practice identifying/critiquing ideas and considering how various theories relate to the goals and objectives of parent involvement efforts that support children's learning.	o Teachers need to read current parent involvement literature and keep abreast of new theories and ideas about parent involvement that support children's learning. Teachers need to attend workshops and courses that deal with theories about the development of parent involvement that support children's learning.
o Students need to examine the early attempts of parent involvement. Students need to read and critique historical literature and to talk with experienced professionals who have developed parent involvement programs. Students need experience applying a historical perspective to developing parent involvement programs and activities.	o Teachers need to discuss the implications of past parent involvement efforts and how these relate to their current or future plans. Teachers need access to literature and materials about past parent involvement programs/activities to support children's learning as well as experiences in selecting/applying aspects of these to their own parent involvement efforts.
o Students need to identify, obtain and critique important research studies about parent involvement that supports children's learning. Students need to practice incorporating research studies into the development of parent involvement programs and activities by designing hypothetical parent involvement plans.	o Teachers need to hear about current research efforts/findings in parent involvement to support children's learning. Teachers also need to participate in workshops and seminars led by parent involvement experts in order to relate their own programs and activities to current research outcomes.
o Students need to observe and participate in parent involvement programs in different stages of development. Students need experiences in setting appropriate goals for programs at various levels of development, carrying out the goals, and evaluating goal accomplishment.	o Teachers need to visit and observe parent involvement programs and activities at different stages of development. Teachers need to be trained in time management, goal setting, implementation, evaluation and revision of parent involvement efforts.

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CONCLUSIONS

The guidelines and strategies are designed to help train preservice and inservice elementary school educators about parent involvement. These guidelines and strategies are unique because they are based on research and are the product of a compehensive effort which included recommendations from previous research, a literature review, needs-sensing, and assessments of experts in the field of parent involvement.

These research-based guidelines and strategies are designed to be used in a range of teacher training situations but are not a prescriptive plan for parent involvement teacher training. The broad nature of the guidelines and strategies enables them to be used primarily as a framework for developing courses or parts of courses, modules, seminars, or workshops on parent inovlvement. Teacher educators can also use the guidelines and strategies to develop their own parent involvement teacher training materials as the guidelines and strategies allow for flexibility and creativity on the part of teacher trainers. This is especially important since the amount of time available for parent involvement instruction among teacher educators will vary.

These guidelines and strategies represent what the Parent Involvement in Education Project feels is a significant contribution in helping to build more effective partnerships between homes/communities and the public schools. A strengthening of these partnerships can lead to more relevant and quality educational experiences for all learners. The guidelines and strategies are specifically aimed at helping to sharpen preservice and inservice teachers' as well as administrators' abilities with respect to parent involvement in children's learning and in shared decision-making with educators. Local and state education agencies, institutions of higher education, and professional/lay organizations will find the guidelines and strategies useful to and supportive of their efforts that promote more effective partnerships between homes/communities and the public schools.